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ABSTRACT

This brochure presents 30 reprints of short articles selected from American Education from November 1971 through November 1972. (EA)

The articles presented in this brochure are reprints from *American Education*, November 1971 through November 1972.

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SELECTED STATISTICAL NOTES

on American Education

February 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EA 005 566

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Education's New Scorecard

By W. Vance Grant

Education is today the major occupation of 63.7 million people in the United States. That figure, along with the fact that more than $90 billion will be spent by educational institutions this year, lends credence to the contention that education is now the Nation's largest enterprise. Included in the 63.7 million total are 60.4 million students enrolled in our schools and colleges, three million teachers, and about 300,000 superintendents, principals, supervisors, and other instructional staff members. This means that in a Nation with 209 million people, more than three out of every ten persons are directly involved in the educational process.

Dr. Grant is a specialist in educational statistics in the Office of Education's National Center for Educational Statistics.

Total enrollment in educational institutions increased this fall for the 28th consecutive year and reached another all-time high. Specifically, the following percentages of the school-age population are estimated to be enrolled: of the five-year-olds (the usual kindergarten age), 84 percent; six- to 13-year-olds (grades one to eight), 99 percent; 14- to 17-year-olds (grades nine to 12), 94 percent; and 18- to 24-year-olds (college age), 30 percent. These percentages are derived from data obtained in the annual fall surveys of the U.S. Department of Commerce, Bureau of the Census, and reported in *Current Population Reports*, Series P-20.

The largest increase in enrollment over last year occurred at the higher education level, with approximately nine million students now being enrolled in degree-credit programs in colleges and universities. This represents an increase of about six percent over the 8.5 million students enrolled in the fall of 1971. The figures for both years exclude undergraduate college and university students in programs not creditable toward a Bachelor's degree or people attending other post-secondary educational institutions.

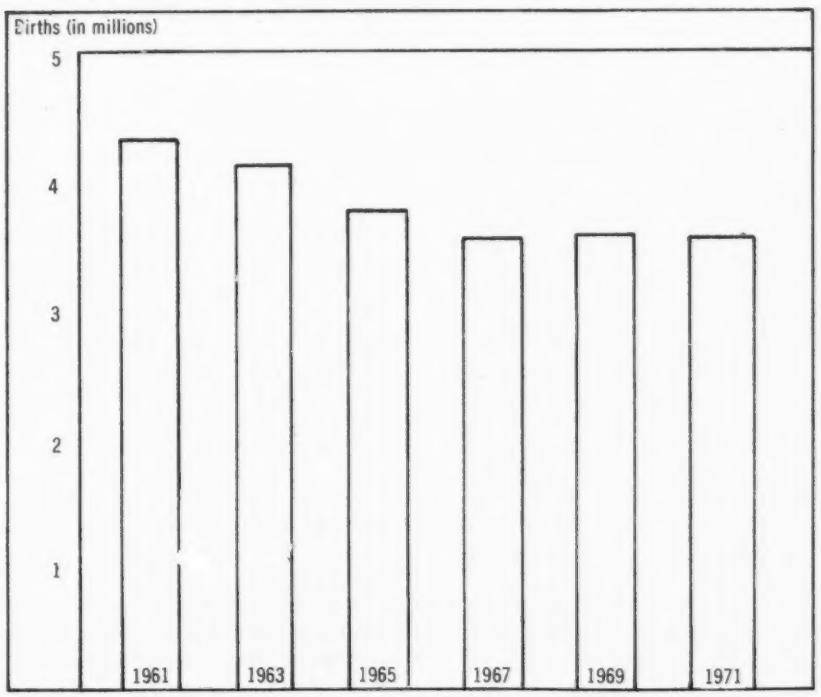
Enrollment in public and nonpublic schools at the secondary level (grades nine to 12) is estimated at 15.5 million students this fall. This is a rise of 300,000, or about two percent, over the 15.2 million enrolled a year ago. Enrollment in nonpublic schools held steady at about 1.3 million, while the number of public school students rose from 13.9 million last fall to an estimated 14.2 million in 1972.

Enrollment at the elementary school level (kindergarten through eighth grade) apparently declined by about one percent—from 36.4 million pupils last year to a current estimated level of 35.9 million. Nonpublic school enrollment is estimated at 3.8 million this fall compared with 3.9 million a year ago, while public school enrollment is about 32.1 million compared with 32.4 million last fall.

Falling Birth Rate

School enrollment in future years will be significantly influenced by emerging trends in the birth rate (see figure 1). Data from the National Center for Health Statistics, U.S. Public Health Service, show that the number of live births in this country attained an all-time high of 4.3 million in 1961. They then declined each year until they reached 3.5 million in 1968. In 1969 the number rose to nearly 3.6 million and in 1970 to 3.7 million, then fell back in 1971 to 3.6 million. On the basis of

Figure 1.—Number of live births: United States, 1961 to 1971



SOURCE: U.S. Public Health Service, National Center for Health Statistics.

data for the first four months of this year, it appears that fewer than 3.5 million children will be born in the United States in 1972. This will be the smallest number of births in any year since 1946, a development with major implications for educational planning for the late 1970s and the 1980s.

More immediately, the latest projections of OE's National Center for Educational Statistics indicate that there will be small annual reductions in elementary school enrollment for the next five years—reflecting the decrease in the population aged five to 13 in the years just ahead. Starting in 1977 and continuing for several years thereafter we can expect a tapering off in enrollment at the high school level. A decrease in the college-age population will become evident in the early 1980s, though whether college enrollment will also decline will be determined by what happens during the next decade to the increased tendency of young people to continue their education after high school. These trends in enrollment at the various levels of education between 1961 and 1971 are shown in figure 2, together with projections of school enrollment to 1981.

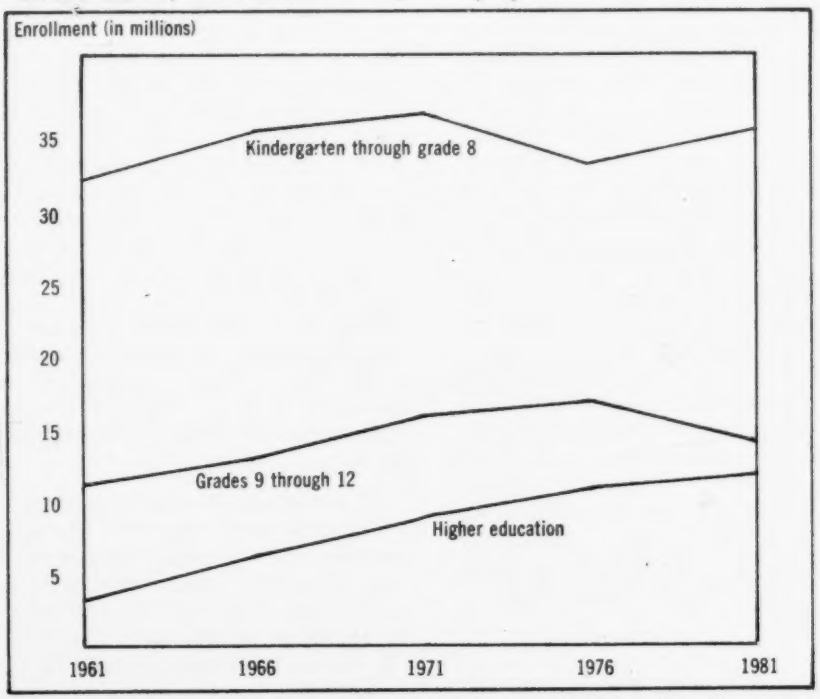
Currently about 2.32 million persons are employed as classroom teachers in public and nonpublic elementary and secondary schools —an increase of about one percent over the 2.3 million teachers employed a year ago. All of the increase apparently occurred at the secondary school level. In fact, preliminary data suggest that at the elementary school level there may have been a small reduction. In any case, about 2.1 million persons are teaching in public schools this fall, and an estimated 220,000 are in nonpublic schools. Approximately 1.29 million are teaching in elementary schools and 1.03 million in secondary schools.

More and Better Teachers

Overall, the number of public school teachers is growing at a somewhat faster rate than the number of pupils. The result is a continuing improvement in the pupil-teacher ratio. This fall there are approximately 22 pupils per teacher, as compared with 25.7 pupils for each teacher ten years ago. Moreover, a recent study by the National Education Association indicates that public school teachers today are better prepared academically than were their predecessors. Only three percent of the teachers in 1971 did not have a Bachelor's degree, as compared with 15 percent in 1961. In 1971 more than 27 percent of the teachers held a Master's degree, compared with 23 percent ten years earlier.

The average annual salary of instructional staff members in public elementary and secondary schools rose more than five percent last year over the preceding year, and a similar increase is anticipated in 1972-73. Salaries averaged about $10,100 in 1971-72 and are expected to approach $10,650 in 1972-73. The average salary of classroom

Figure 2.—Enrollment in educational institutions, by level: United States, fall 1961 to 1971, with projections to 1976 and 1981



NOTE—Kindergarten through grade 12 includes enrollment in regular public and nonpublic schools. Higher education includes all students enrolled in degree-credit programs in 2-year and 4-year colleges, universities, and professional schools.
SOURCE: U.S. Office of Education, **Projections of Educational Statistics to 1980-81** and unpublished data.

teachers is somewhat smaller: The estimates for 1971-72 and 1972-73 are $9,615 and $10,140, respectively.

The number of instructional staff members in colleges and universities has risen by about 30,000 in the past year, bringing the current total to about 660,000. Faculties have expanded at a rapid rate during the past decade in an attempt to keep pace with the growing numbers of young people who are seeking a college education. Even so, the trend in recent years has been toward larger classes and greater utilization of graduate assistants in the classroom.

The National Education Association has reported that the typical full-time faculty member in degree-granting institutions earned $12,932 in the academic year 1971-72. This may be compared with a salary of $11,745 two years earlier. With salaries rising at a rate of about five percent a year, the average salary of instructional staff in colleges and universities is expected to approach $13,600 in 1972-73.

Record Graduating Class

More than three million persons graduated from high school in 1972. The class of 1973 is expected to exceed 3.1 million, which would make it the largest graduating class in history. The size of these graduating classes reflects the high birth rate in the 1950's and also the increasing tendency of young Americans to remain in school at least until high school graduation. About 78 percent of the young people today finish high school, and about 48 percent of them (or some 62 percent of the high school graduates) can be expected to enter a degree-credit program in a college or university. If present trends continue, about 25 percent of the persons in their late teens today can be expected to earn a Bachelor's degree, eight percent a Master's degree, and one and one-half percent a Doctorate.

In its most recent survey of the educational attainment of the population, conducted in March 1971, the Bureau of the Census found that the median number of school years completed by young people 20 and 21 years of age was 12.8 years. Persons 45 to 54 had completed 12.2 years, while persons 75 and over had spent 8.5 years in school.

During the school year 1971-72 the number of earned degrees conferred by colleges and universities is estimated as follows: Bachelor's and first-professional degrees, 903,000; Master's degrees, 238,000; and Doctorates, 35,000. In 1972-73 the comparable figures are expected to be 958,000, 256,000, and 38,000, respectively. In each case the estimates for 1972-73 represent all-time highs. In the past decade the number of Bachelor's degrees conferred annually has more than doubled. The number of master's degrees has increased nearly threefold and the number of doctor's degrees awarded has tripled ove. the past ten years.

Rising School Expenditures

Expenditures for public and private education from kindergarten through the graduate school are estimated at $85.1 billion for the 1971-72 school year, and preliminary estimates place the 1972-73 figure at $90.5 billion, barring significant reductions forced by national financial pressures. The breakdown for 1971-72 came to $54.0 billion for elementary and secondary schools ($48.9 billion for public and $5.1 billion for nonpublic), and $31.1 billion for higher education ($20.7 billion for public institutions and $10.4 billion for private institutions).

Viewed in another context, the total expenditures for education during 1971 amounted to 8.1 percent of the gross national product (G.N.P.). The percentage of G.N.P. spent for education has been in a rising trend for more than a quarter of a century. The low point in modern times was reached in 1943-44, in the midst of World War II, when educational expenditures dropped to 1.8 percent of the G.N.P.

The current expenditure per pupil in average daily attendance in public elementary and secondary schools has more than doubled in the past decade, rising from $419 in 1961-62 to an estimated $934 in 1971-72. The largest item in the school budg-

et is teachers' salaries, and expenditure increases in recent years reflect the efforts of local school systems to provide more adequate compensation for their instructional staff members. The rise in expenditures would be much smaller, of course, if allowance were made for changes in the purchasing power of the dollar.

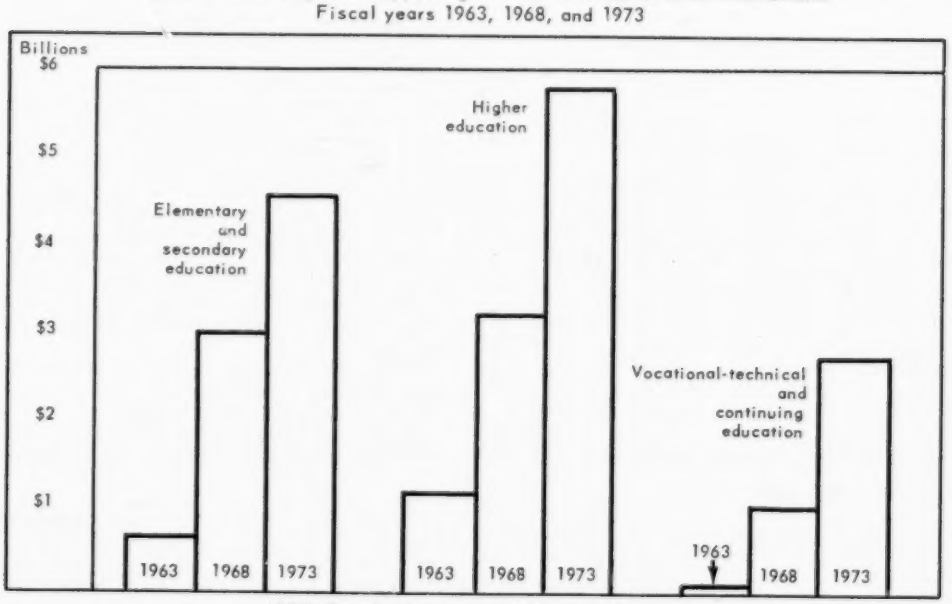
Increased Federal Support

The role of the Federal Government in providing support to education at all levels continues to grow (see figure 3). Whereas Federal grants amounted to $2.1 billion in 1963, in 1973 they are expected to reach $12.8 billion. Grants to higher education have quadrupled during the past decade, and aid to elementary and secondary education increased more than sevenfold. The largest percentage increase, however, is in grants for vocational-technical and continuing education, which is 21 times as great in 1973 as in 1963. This support reflects the widely held view that more students should be prepared for useful employment before terminating their formal education.

Summing up, a number of recent developments in American education give rise to an optimistic view of the future. These include: Young people today spend more years in school than their parents and grandparents did. Most of them graduate from high school, and many go on to some form of higher education. There is an increased emphasis on education for a career. There are fewer pupils per teacher in public schools than in earlier years, and the teachers tend to be better trained and better paid than their predecessors. Efforts to support education (both in terms of actual dollars and as a percentage of the gross national product) are greater than ever before. All in all, we are clearly making progress. □

Unless otherwise indicated the statistics cited above are derived from the surveys and estimates and projections of the National Center for Educational Statistics, U.S. Office of Education. The figures are subject to minor revision when final data for the school year 1972-73 become available.

Figure 3.--Federal grants supporting education in educational institutions: Fiscal years 1963, 1968, and 1973



NOTE--Data for fiscal year 1973 are preliminary.
SOURCE: U.S. Office of Education, advance data from the 1972 Digest of Educational Statistics.

School Enrollment Continues Upward

School Enrollments for 1964 and 1971

Age in years	1964 Population	1964 Number enrolled	1964 Percent enrolled	1971 Population	1971 Number enrolled	1971 Percent enrolled	% change '64 to '71 in — Popu lat'n	% change '64 to '71 in — Number enrolled
3	4,238,000	181,000	4.3	3,466,000	430,000	12.4	-18.2	137.6
4	4,148,000	617,000	14.9	3,520,000	1,048,000	29.8	-15.1	69.9
5	4,111,000	2,845,000	69.2	3,624,000	3,058,000	84.4	-11.8	7.5
6	4,101,000	4,028,000	98.2	3,819,000	3,760,000	98.5	-6.9	-6.7
7 to 9	12,050,000	11,928,000	99.0	12,303,000	12,193,000	99.1	2.1	2.2
10 to 13	14,943,000	14,797,000	99.0	16,772,000	16,630,000	99.2	12.2	12.4
14 and 15	6,928,000	6,832,000	98.6	8,158,000	8,044,000	98.6	17.8	17.7
16 and 17	7,050,000	6,182,000	87.7	7,869,000	7,100,000	90.2	11.6	14.8
18 and 19	5,276,000	2,196,000	41.6	7,231,000	3,557,000	49.2	37.1	62.0
20 and 21	5,168,000	1,358,000	26.3	6,408,000	2,066,000	32.2	24.0	52.1
22 to 24	6,999,000	690,000	9.9	10,029,000	1,540,000	15.4	43.3	123.2
25 to 29	10,671,000	559,000	5.2	13,983,000	1,118,000	8.0	31.0	100.0
30 to 34	10,705,000	276,000	2.6	11,535,000	564,000	4.9	7.8	104.3
Total 3 to 34	**96,388,000**	**52,490,000**	**54.5**	**108,716,000**	**61,106,000**	**56.2**	**12.8**	**16.4**

NOTE: Because of rounding, detail may not add to totals.

Each month the Bureau of the Census conducts a Current Population Survey, which in October includes figures on school enrollment. From its findings of last October, the Census reports that 61.1 million persons 3 to 34 years old were enrolled in school in the United States in the fall of 1971. This enrollment by level of school was as follows: nursery school and kindergarten, 4.3 million; elementary school (grades 1 to 8), 33.5 million; high school (grades 9 to 12), 15.2 million; and college, 8.1 million.

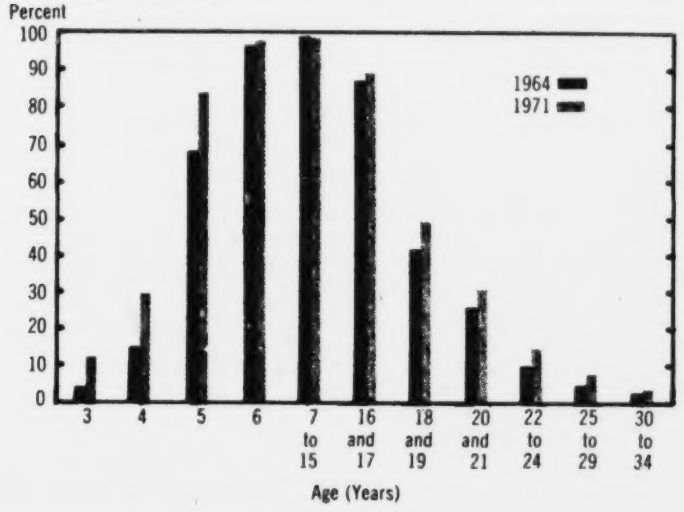
Compared with enrollment figures as indicated by the Census survey conducted in October 1964, the total 1971 school enrollment increased by 8.6 million, or 16.4 percent, during the seven-year period. The population increase of persons 3 to 34 years of age for this period was 12.3 million, or 12.8 percent. The tabulation above gives figures for number of persons and total school enrollments by age groups between 3 and 34 years for 1964 and 1971. It also shows the percent of change in population and in the number enrolled in school for each age group over the same period. The chart shows the percent of the population enrolled by age groups.

Bureau of the Census figures on school enrollment may differ from those obtained through the Office of Education surveys because of differences in definitions and coverage.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, Nos. 148 and 234.

—NEVA A. CARLSON
specialist in educational statistics

Percent of the population 3 to 34 years old enrolled in school, by age: United States, October 1964 and 1971



Educational Attainment of the U.S. Population

In March 1971, according to a recent Bureau of the Census report on educational attainment, there were 80.5 million high school graduates in the United States. Nearly 32 million of these graduates had also completed one or more years of college work.

The report shows that more women than men have graduated from high school, but fewer women have continued their education beyond high school. Of the 80.5 million high school graduates, 47 percent were men; 53 percent were women. Of the 14.3 million persons with four or more years of college, 59 percent were men; 41 percent were women.

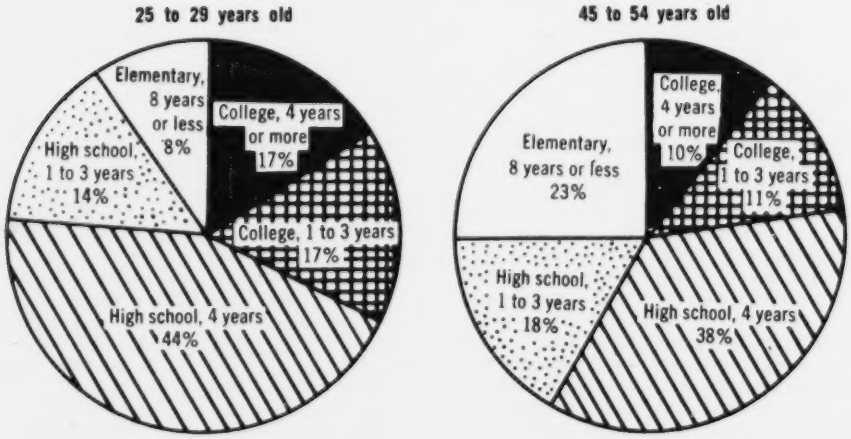
The study also indicates that young people have spent more years in school than their elders. The level of education completed by two age groups—persons 25 to 29 and 45 to 54—is shown in the accompanying chart. In March 1971, 78 percent of the young adults 25 to 29 years of age were high school graduates, and 17 percent of the age group had also completed four or more years of college. Of persons in the older age group, only 59 percent had completed high school, and ten percent had four or more years of college.

Additional information on the educational attainment of the population may be found in the Bureau of the Census publication ***Current Population Reports***, Series P-20, No. 229, "Educational Attainment: March 1971." This report may be purchased for 40 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—NEVA A. CARLSON,
specialist in educational statistics

Source: U.S. Department of Commerce, Bureau of the Census

Years of School Completed by Two Age Groups: United States, March 1971


25 to 29 years old
Elementary, 8 years or less 8%
College, 4 years or more 17%
High school, 1 to 3 years 14%
College, 1 to 3 years 17%
High school, 4 years 44%
45 to 54 years old
College, 4 years or more 10%
Elementary, 8 years or less 23%
College, 1 to 3 years 11%
High school, 1 to 3 years 18%
High school, 4 years 38%

Reading as an Indicator of Educational Attainment

A wide-angled view of young Americans' grasp of reading skills has been brought into focus for us by the National Assessment survey of reading which, in 1970, evaluated nearly 100,000 people in four age groups ranging from nine- to 35-year-olds.

Designed to measure respondents' achievements with respect to a comprehensive range of reading skills, the Assessment analyzes reading ability in terms of nine "themes" or categories. The themes, listed in increasing order of difficulty, call for knowing word meanings, understanding visual aids, comprehending written directions, using reference materials, gleaning facts from passages, identifying main ideas from passages, drawing inferences from passages, reading critically, and reading for rate and comprehension. (This final theme is not reported here.)

Samples of the Assessment exercises that measured these skills are presented with the article. In constructing these exercises, educators designed materials with the expectation that national median percentages of success for all themes would be close to 50 percent for all age levels. The overall result of about 70 percent successful responses indicates that, with few exceptions, those appraised could handle all types of materials in the survey far better than had been anticipated.

Assessment breakdowns give results for the four age levels of respondents (nine, 13, 17, and 26-35) and also according to their sex, the region where they live (Northeast, Southeast, Central, and West), whether they are black or nonblack, the size and economic level of their community, and the level of education attained by their parents.

Respondents in virtually all age groups fared better on the five themes that required skill in dealing with factual material and less well on the three more difficult themes that covered interpretive and critical reading.

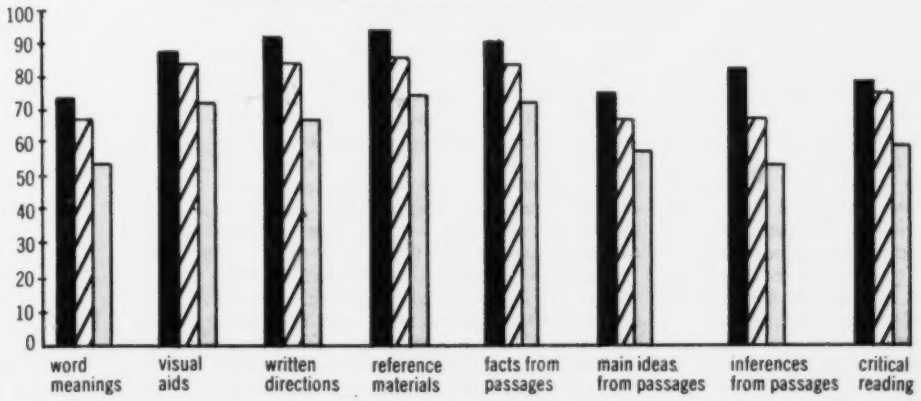
Analyzing results for another criterion—parents' educational level— the chart on page 15 shows, for instance, that 17-year-old respondents whose parents lack any high school education consistently fall below the national median, while those respondents with at least one parent with some post-high school education consistently range above the national median.

The National Assessment of Educational Progress—of which the reading survey is one part—is administered by the Education Commission of the States under a grant from the National Center for Educational Statistics, U.S. Office of Education.

—IRIS GARFIELD,
National Center for Educational Statistics

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

READING ACHIEVEMENT OF 17-YEAR-OLDS BY PARENTAL EDUCATION
Median Percentages Successful: 1970-71



■ —Median percentage of successful responses of individuals at least one of whose parents has some post-high school education

▨ —National median percentage of successful responses

▤ —Median percentage of successful responses of individuals whose parents do not have high school education

SOURCE: Preliminary Report 02-R-00: Reading Summary, National Assessment of Educational Progress

READING ACHIEVEMENT BY AGE AND BY THEME
(Median Percentages Successful: 1970-71)

READING THEMES	AGE 9	AGE 13	AGE 17	AGE 26-35
WORD MEANINGS	87	76	68	72
VISUAL AIDS	85	72	84	80
WRITTEN DIRECTIONS	81	83	84	86
REFERENCE MATERIALS	64	74	85	93
FACTS FROM PASSAGES	60	71	84	88
MAIN IDEAS FROM PASSAGES	45	51	68	75
DRAWING INFERENCES FROM PASSAGES	78	59	68	50
CRITICAL READING	58	60	72	70

SOURCE: PRELIMINARY REPORT 02-R-00: READING SUMMARY, NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Comparative Statistics on School Attendance and Illiteracy

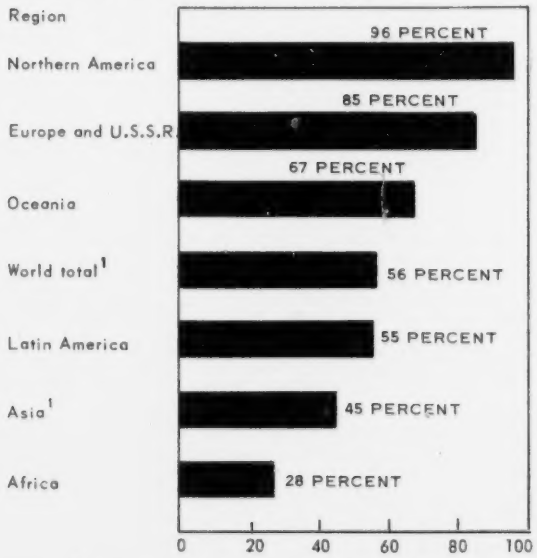
Since school systems and educational terminology differ significantly from one country to another, international comparisons in the field of education are difficult to make and are sometimes lacking in validity. The fact remains, however, that there is a great deal of interest in comparative education. The International Bureau of Education, which is part of the United Nations Educational, Scientific, and Cultural Organization, has ventured successfully into this area in a recent publication entitled *Educational Trends in 1970, an International Survey*. The report provides some bases for comparing education in northern America (consisting of the United States, Canada, Bermuda, Greenland, St. Pierre and Miquelon) with other major regions of the world.

The two accompanying charts, which are derived from the data in *Educational Trends*, provide rough indexes of the educational effort, past and present, in various geographical areas. The chart on illiteracy measures past effort; that is, what proportion of the population 15 years of age and over never learned to read and write. The chart on school attendance measures effort very near the present time; that is, what percentage of the school-age population was actually enrolled in school in 1967–68. On both measures northern America and Europe and the U.S.S.R. occupy positions of leadership, while the continents of Asia and Africa are at the other end of the scale. Oceania and Latin America occupy intermediate positions ahead of Asia and Africa but behind northern America and Europe.

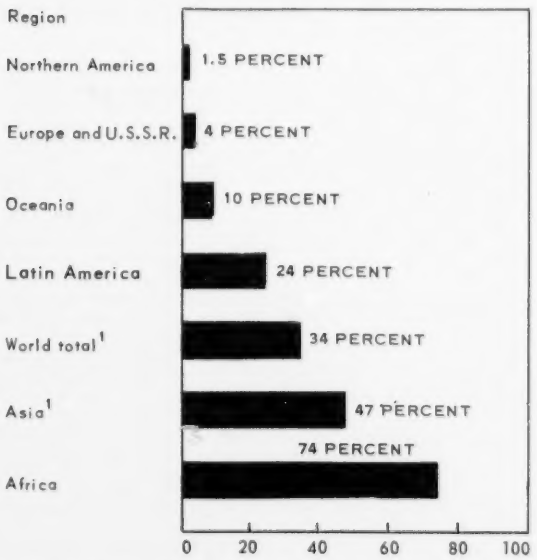
Two startling facts emerge from the two charts: (1) One-third of the world's adults are unable to read and write; and (2) nearly one-half of the school-age children are not enrolled in school. Clearly a great deal remains to be done if universal education is to be achieved.

—W. Vance Grant
specialist in educational statistics

Percent of children of elementary and secondary school age attending school at any level: 1967-68



Percent of illiteracy in the population 15 years old and over: About 1970



[1]Excludes the mainland of China, North Korea, and North Vietnam.

SOURCE: United Nations Educational, Scientific and Cultural Organization, International Bureau of Education, **Educational Trends in 1970, an International Survey.**

Expenditures of State and Local Governments, 1969-70

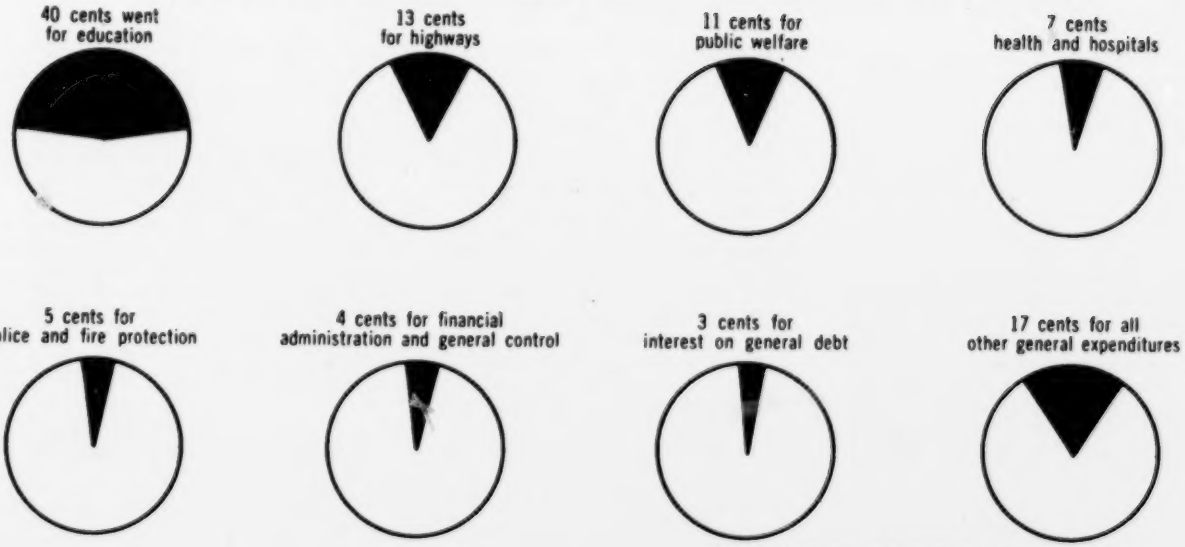
Education is by far the largest item in the budget of State and local governments, according to a recent survey by the Bureau of the Census. The study, which covers the year 1969-70, found that 40 percent of State and local expenditures were for education. This was more than three times the outlay for highways, the second largest item in their budget.

State and local governments spent $131.3 billion in 1969-70, including $52.7 billion for education. Educational expenditures consisted of $37.5 billion for local schools (primarily public elementary and secondary schools), $12.9 billion for institutions of higher education, and $2.3 billion for other educational purposes. Other major expenditures of State and local governments included the following: highways, $16.4 billion; public welfare, $14.7 billion; health and hospitals, $9.7 billion; police and fire protection, $6.5 billion; financial administration and general control, $4.7 billion; and interest on the general debt, $4.4 billion. The accompanying chart provides a distribution of governmental expenditures by function.

All the figures cited above relate to "direct general" expenditures; that is, they exclude expenditures resulting from the operation by State and local governments of utilities, stores, and insurance and retirement systems. For additional information, the reader may wish to consult the Bureau of the Census study, *Governmental Finances in 1969-70* (Series GF70, No. 5). The report may be purchased for 60 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

—W. VANCE GRANT,
specialist in educational statistics

For every dollar spent by State and local governments in 1969-70:


40 cents went for education
13 cents for highways
11 cents for public welfare
7 cents health and hospitals
5 cents for police and fire protection
4 cents for financial administration and general control
3 cents for interest on general debt
17 cents for all other general expenditures

SOURCE U S Department of Commerce Bureau of the Census
Series GF70, No 5 Governmental Finances in 1969-70

Trends in the Number and Size of Local Public School Systems

The number of local public school systems in the United States has been cut more than one-half in the past ten years. At the beginning of the 1971-72 school year, there were only 17,200 school systems in the country. This may be compared with 35,700 systems in 1961-62. The reduction has occurred through a process of consolidation, which has eliminated many of the smaller systems.

During the same decade that the number of school systems was being drastically reduced, the number of pupils enrolled continued to grow. Public school enrollment in kindergarten through grade 12 rose from 37.5 million in fall 1961 to 46.2 million in fall 1971 for a gain of over 23 percent.

The reduction in the number of school systems accompanied by the rise in public school enrollment has resulted in a dramatic shift in the size of school systems. The number of nonoperating systems (systems which do not operate schools) was reduced from 4,479 in 1961-62 to 432 in 1971-72. The number of "very small" systems, those with fewer than 300 pupils, declined from 19,071 to 5,096 during the same period. The number of "very large" systems, those with 10,000 or more pupils, grew from 467 in 1961-62 to 742 in 1971-72. The average operating school system had 1,200 pupils in the fall of 1961 and 2,750 pupils in the fall of 1971.

The accompanying chart shows the distribution of school systems by size in the fall of 1971. The table lists the 40 systems with the largest number of pupils in 1970-71. A more detailed listing of the school systems in the United States appears in *Education Directory, Public School Systems, 1971-72* (HE 5.220:2005-71), the latest in a series of annual publications prepared by the National Center for Educational Statistics, U.S. Office of Education. This volume may be purchased for $2.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—W. VANCE GRANT,
specialist in educational statistics

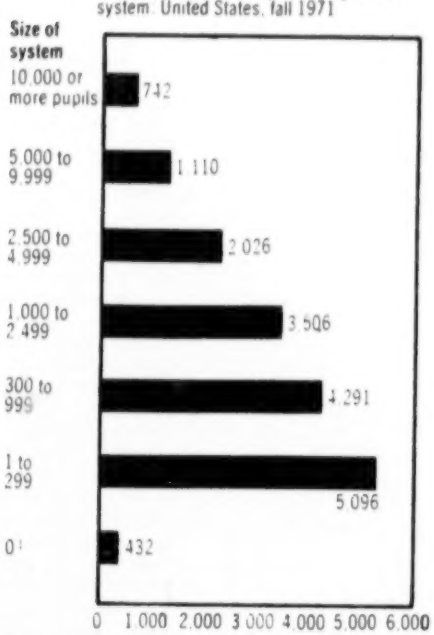
The 40 local public school systems with the largest number of pupils: United States, 1970-71

Name of system, city, and State	Rank	Number of pupils	Name of system, city, and State	Rank	Number of pupils
New York City, Brooklyn, N.Y.	1	1,143,853	St. Louis City, St. Louis, Mo.	21	110,536
Los Angeles Unified, Los Angeles, Calif.	2	738,281	Columbus, Columbus, O.	22	110,185
City of Chicago, Chicago, Ill.	3	537,441	Orleans Parish, New Orleans, La.	23	107,577
Philadelphia City, Philadelphia, Pa.	4	291,494	San Francisco Unified, San Francisco, Calif.	24	105,892
Detroit City, Detroit, Mich.	5	266,231	Atlanta City, Atlanta, Ga.	25	104,246
Dade County, Miami, Fla.	6	238,854	Hillsborough County, Tampa, Fla.	26	103,897
Houston Independent School District, Houston, Tex.	7	221,960	Indianapolis, Indianapolis, Ind.	27	100,280
Baltimore City, Baltimore, Md.	8	191,438	Boston, Boston, Mass.	28	95,618
Dallas Independent School District, Dallas, Tex.	9	161,869	Denver, Denver, Col.	29	95,536
Prince Georges County, Upper Marlboro, Md.	10	159,491	Jefferson County, Louisville, Ky.	30	93,703
Memphis City, Memphis, Tenn.	11	148,513	Nashville-Davidson County, Nashville, Tenn.	31	93,590
Cleveland, Cleveland, O.	12	145,166	De Kalb County, Decatur, Ga.	32	87,225
District of Columbia, Washington, D.C.	13	144,326	Pinellas County, Clearwater, Fla.	33	85,028
Baltimore County, Towson, Md.	14	133,830	Fort Worth Independent School District, Fort Worth, Tex.	34	84,346
Fairfax County, Fairfax, Va.	15	133,067	Albuquerque, Albuquerque, N.M.	35	84,311
San Diego City Unified, San Diego, Calif.	16	128,489	Orange County, Orlando, Fla.	36	83,782
Milwaukee, Milwaukee, Wisc.	17	126,690	Cincinnati, Cincinnati, O.	37	81,850
Montgomery County, Rockville, Md.	18	125,315	Mecklenburg County-Charlotte City, Charlotte, N.C.	38	80,047
Duval County, Jacksonville, Fla.	19	120,632	Seattle, Seattle, Wash.	39	79,797
Broward County, Ft. Lauderdale, Fla.	20	117,034	Newark, Newark, N.J.	40	79,469

Note.—Hawaii, which is not included above, has a Statewide system with 181,147 pupils.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Education Directory, Public School Systems, 1971-72.**

Number of local public school systems, by size of system: United States, fall 1971



[1]These "nonoperating" systems either sent their pupils to a nearby school system or had no children enrolled in school.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, **Education Directory, Public School Systems, 1971-72.**

Selected Characteristics of Public School Teachers

The National Education Association (NEA) has recently issued a report on the *Status of the American Public-School Teacher, 1970-71*. The study provides a wealth of information on the personal characteristics, professional qualifications, teaching assignments, and economic status of public elementary and secondary school teachers. The data on the age, marital status, and academic attainment of teachers in 1971 are summarized in the accompanying chart.

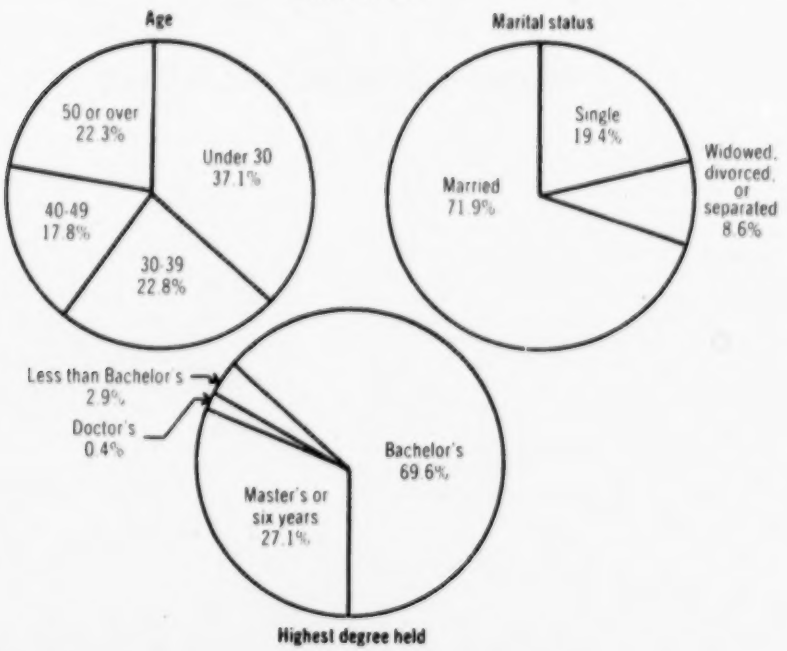
The NEA has conducted several similar surveys at intervals of five years. When the data for 1960-61 and 1970-71 are compared, the following trends emerge. The typical teacher in 1971 was younger than in 1961 (35 as compared with 41 years old) and had fewer years of teaching experience (8 versus 11 years). Teachers in 1971 tended to be better educated than previously, only 3 percent did not hold a bachelor s degree, compared with 15 percent in 1961. They also earned substantially higher average salaries, nearly $9,300 in 1970-71 as contrasted with less than $5,300 in 1960-61.

Men teachers accounted for 34 percent of the total in 1971 but only 31 percent of all teachers in 1961. Secondary school teachers constituted 47 percent of the total in 1971 and 43 percent of all teachers 10 years earlier. There was a slight decline in the number of pupils taught by each teacher between 1961 and 1971, but the average number of hours worked per week remained the same (37 hours in the required school week and 47 hours per week on all duties).

Since the above figures are based upon sample surveys, they are subject to the usual sampling variability. Highlights from the teacher studies were published previously in the December 1971 and March 1972 issues of the *NEA Research Bulletin*. The material is copyrighted by the NEA and is used by permission.

—W. VANCE GRANT,
specialist in educational statistics

Selected characteristics of public elementary and secondary school teachers: United States, 1970-71



NOTE. Data are based upon a sample survey of teachers. Because of rounding, percentages may not add to 100.0.
SOURCE: National Education Association, Research Report 1972-R3, *Status of the American Public-School Teacher, 1970-71*.
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Higher Education Tuition Costs

The average basic charges to students by colleges and universities increased substantially during the 1960s, and the Office of Education's National Center for Educational Statistics foresees a continuation of this trend in the decade ahead. Increases have occurred primarily in tuition and required fees. These charges are influenced in large part by a number of fluctuating factors that may include tax support, endowment earnings, and gifts and grants on the one hand, and sponsored research, student-aid grants, salary expenses and costs of ever more sophisticated facilities on the other. Board and room charges are ordinarily self-supporting and on a nonprofit basis and generally reflect the cost of comparable off-campus accommodations in each particular locality.

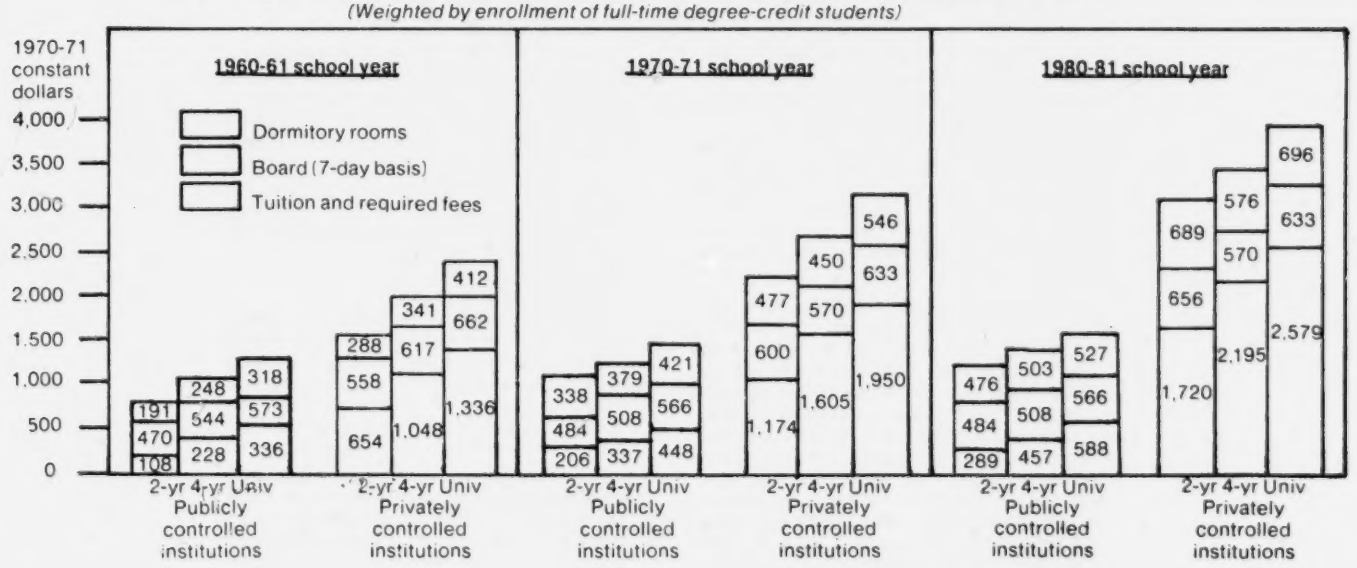
The accompanying chart showing average charges to students in institutions of higher education also reflects the financial pressures these institutions have been experiencing since 1961. In order to achieve greater comparability, the data have been adjusted to remove the effects of inflation. Projected charges for 1981 assume a continuation of the circumstances that brought about the increases shown from 1961 to 1971.

These data are from a recent report from the National Center for Educational Statistics entitled *Projections of Educational Statistics to 1980-81*.

—C. GEORGE LIND,
statistician in NCES

Average Basic Charges Per Full-Time Student in Institutions of Higher Education

(Weighted by enrollment of full-time degree-credit students)



Characteristics of First-Time College Students

A recent report from the American Council on Education provides a wealth of information on the personal characteristics, family background, attitudes, and aspirations of first-time college students. The study is based upon a sample survey of full-time students who enrolled in college for the first time in the fall of 1971. Some of the more noteworthy statistics from the report are summarized in the discussion that follows and in the accompanying chart.

Nearly three-fourths of the first-time students were 18 years of age (as of December 31, 1971), and a full 90 percent were either 18 or 19 years old. The men tended to be slightly older than the women. Five percent of the men had had previous military service, as compared with only 0.2 percent of the women. Ninety-three percent of the women and 89 percent of the men graduated from high school in 1971. Four-fifths of the women and two-thirds of the men ranked in the upper half of their high school class. Only 15 percent of the men and 19 percent of the women expected to leave school before obtaining a Bachelor's degree.

Many of the 1971 college freshmen had a family background characterized by relative affluence. Only 34 percent, for example, estimated their parents' income in 1970 as less than $10,000. Forty-five percent of their fathers and 36 percent of their mothers had also attended college. A majority of the fathers were either businessmen or professional people. About 55 percent of the students listed parental or family assistance as a major source of their financial support while attending college.

One-half of the first-time students were enrolled in a college that was 50 miles or less from their home. Six percent of the students were Negroes, and four percent belonged to other minority groups. Ninety-seven percent of the men and the women reported that they were unmarried at the time of the survey.

For additional information the reader may wish to consult Research Report Vol. 6, No. 6, *The American Freshman: National Norms for Fall 1971*. The report may be purchased for $3.00 a copy from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.

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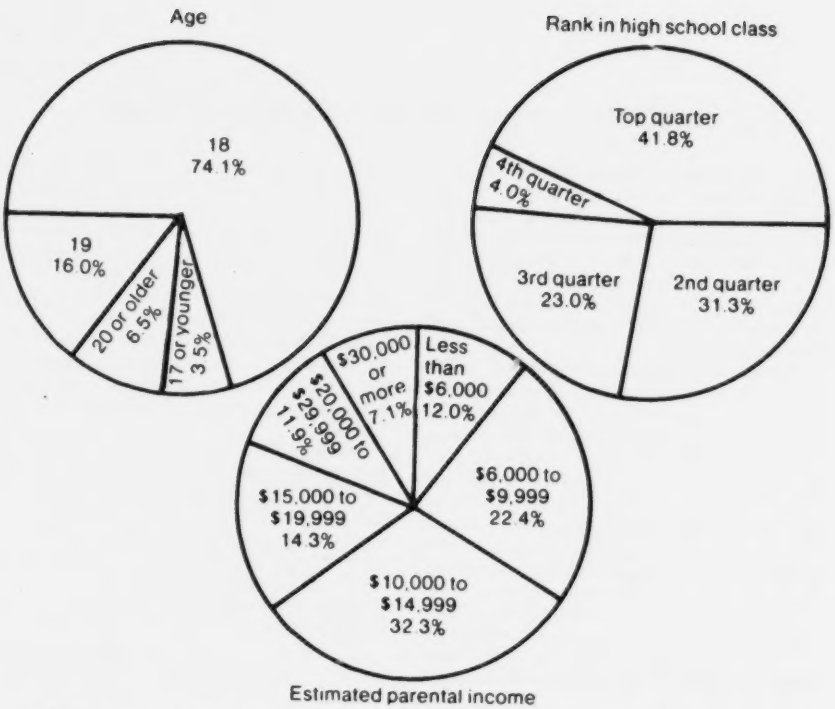

NOTE Data are based upon a sample survey of full-time freshmen enrolled in college for the first time. Because of rounding, percentages may not add to 100.0.
SOURCE American Council on Education Research Report Vol. 6, No. 6, *The American Freshman National Norms for Fall 1971*

Earned Degrees for the 1970-71 School Year

More Bachelor's, Master's, and Doctor's degrees were conferred in the United States during the year ending June 30, 1971, than in any previous 12-month period. The total number of baccalaureate and graduate degrees granted in 1970-71 exceeded 1.1 million, there being 840,000 Bachelor's, 231,000 Master's, and 32,000 Doctor's degrees.

Bachelor's degrees conferred in 1970-71 more than doubled the number awarded in 1960-61. The increase in Master's degrees over the same ten-year period was nearly threefold, while the number of doctorates more than tripled. These increases reflect not only a very substantial rise in the college-age population during the past decade but also the rapid growth in the *proportion* of young people who complete four or more years of college work.

The accompanying chart shows a percentage distribution of degrees conferred in 1970-71 by major field of study. Five fields accounted for approximately two-thirds of the degrees awarded at each level. Those predominant at the Bachelor's level (accounting for more than 53 percent of the total) were education, social sciences, and business and management, in that order. Fifty-seven percent of the Master's degrees were in education, business and management, and social sciences. Though distribution of Doctor's degrees by field of study was more dispersed, education, physical sciences, and social sciences accounted for 45 percent of the total.

These figures are from the survey of Earned Degrees Conferred, made by the Office of Education's National Center for Educational Statistics. The Office has collected data annually on degrees conferred by level and by major field of study since 1947-48. The statistics cited above do not include first-professional degrees in such fields as medicine, law, and theology.

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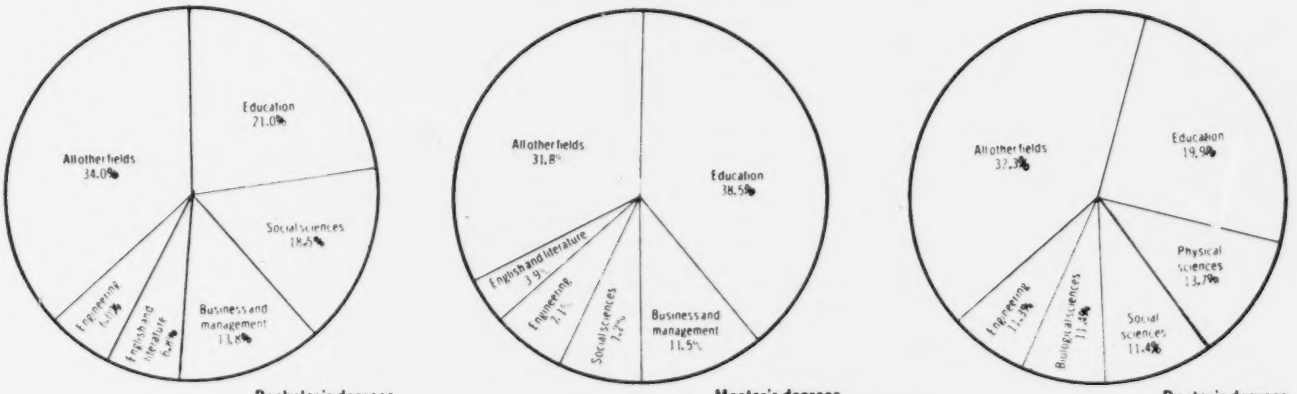
Bachelor's, Master's, and Doctor's degrees, by major field of study: United States, 1970-71



NOTE: Because of rounding, percentages may not add to 100.0.
Source: U.S. Department of Health, Education, and Welfare, Office of Education, **Earned Degrees Conferred, 1970-71**.

Associate Degrees Conferred By Institutions of Higher Education

Although the Office of Education has collected statistics on the number of bachelor's, master's, and doctor's degrees conferred since 1870, data on associate degrees are available only for the past five years. Statistics on degrees below the baccalaureate were first collected by OE's National Center for Educational Statistics in its Higher Education General Information Survey for 1965–66. More than 1,000 institutions of higher education in the United States currently offer an associate degree after the completion of at least two years but less than four years of college-level work.

The number of associate degrees conferred annually is growing at a rapid rate. As the accompanying chart indicates, the number rose from 111,600 in 1965–66 to 206,000 in 1969–70, for a gain of 85 percent in four years. Fifty-seven percent of the degree recipients in 1969–70 were men, making the proportion of men and women receiving associate degrees almost identical with the proportion of men and women receiving bachelor's degrees in the same period.

The most frequently conferred associate degree is the associate in arts, which accounted for 62 percent of all associate degrees awarded in 1969–70. Twenty percent of the degrees were the associate in science, and other kinds of associate degrees made up the remaining 18 percent in 1969–70.

More detailed information on associate degrees, including the number conferred by individual institutions, may be found in a series of publications entitled *Associate Degrees and other Formal Awards below the Baccalaureate*. These reports, which have been issued annually since 1967–68, may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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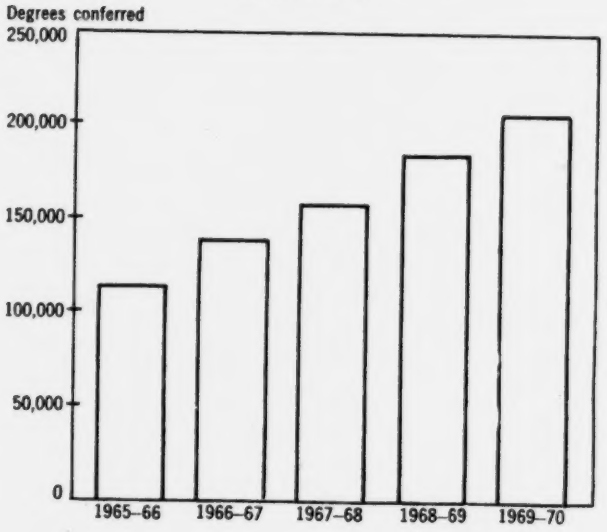
Associate degrees conferred by institutions of higher education: United States, 1965–66 to 1969–70



NOTE.—Since 1965–66, respondents have been asked to report only degrees which are based on at least 2 years of work that is wholly or chiefly creditable toward a bachelor's degree.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, circulars on *Associate Degrees and other Formal Awards below the Baccalaureate.*

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